

The American Journal of Education.

VOL. V.—NEW SERIES.

ST. LOUIS, MO., JULY, 1872.

NO. 7.

THE American Journal of Education.

J. B. MERWIN, Editor and Publisher,

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The American Journal of Education.

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J. B. MERWIN,
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"THE ARTIFICIAL PRODUCTION OF STUPIDITY IN SCHOOLS."

BY G. T. W.

WE ought to feel greatly obliged to the editor of the Messrs. Appleton's "Popular Science Monthly" for the introduction into the second number of that very fresh and able journal of an article with the above caption, from the London Journal of Psychological Medicine. The subject of the article, strange to say, is as novel as its reasoning is clear and convincing; and the line of thought which it indicates is destined to work a thorough revolution in the processes heretofore employed to develop the *intellectual*, or "distinctive" faculties of the human species.

By the way, a word about this new American Monthly itself may not be at all out of place just here, especially as a glance at its purposes and aims may serve to convey to your readers a better understanding of the article which we would particularly commend to their notice.

It is very well known to those who read at all—and let us hope that the number of these is rapidly increasing among us—that pure Science, for so long a while dormant, or only affirming her majesty by spasmodic or intermittent efforts, is now assuming to assert her authority in the whole realm of Literature:—Philosophy, History, Theology, Medicine, Law, Psychology, Anthropology, Zoology, Physiology, and indeed in every department and ramification of human thought, human opinion, and human experience. In doing this, she seems to "care only for her own," as if in revenge for the slight which preceding generations have thrown upon her claims, leaving all other organized systems, even that which claims to have originated with God, the Lord of Heaven and Earth, to *take care of themselves*; and this too in a way that comports strictly with her majesty, viz: by severely letting them alone, taking no thought or notice of them, whatever; but promulgating its *demonstrated* truths as if they were being for the first time broached to the human family. It reaches its deductions outside of and apart from any existing theory whatever, dealing only with *facts*, prying into the nature of things as they are and as they have been, and (professedly) taking no account of a Revelation from God, even as a *guide* for investigation. All her approaches for truth are made to NATURE, alone and directly, nor does she cease her persistent im-

portunities until the grand old mother of all opens her heart, and reveals her most hidden secrets. It is this *air and port* of Science, together with the fact that her deductions are often in direct variance with our preconceived notions of things, that has cast about her the odor of infidelity, and awakened in the minds of the nervous a trembling anxiety for our sacred things. But, of course, there need be no fear for these. They are precious to the great Originator and Guardian of nature, and "not one jot or tittle of His word shall fall to the ground."

Now, then, it is in recognition of this state of fact that the "Popular Science Monthly" has been projected. The enterprising publishers, foreseeing the influence which pure science is destined to exert in every department of human interest in this country as in Europe, have not only projected the publication of the best works on scientific subjects, by the ablest thinkers of the world, but they have also thrown out this highly creditable monthly paper, to popularize scientific thought, and to educate the public mind up to a just and fair appreciation of the claims of science, and to a more intelligent apprehension of the dignity of our own nature, and of the truly wonderful world in which we live—a world which constitutes but a mere entity in the vast creation of which it is a part, but full of splendid glories, which by these means are made familiar to us.

But to return to our article: The able writer of it, (we regret that we are not told who he is) in accordance with the views which have now been expressed, takes a purely physiological and psychological view of the process of educating the human being, and by the simple recognition of the fact, now clearly demonstrated by the science of Physiology, that the brain is divided (by nerve distribution) into two departments, viz: the sensational and the intellectual, accounts at once, and by a truly surprising and interesting method, and in passages which occasionally mount into eloquence, for the very deficient public education which is so familiar a fact of our experience, notwithstanding the strenuous efforts which are made to have it otherwise. To use his own words:—

"The first point to which we would call attention is the existence in the young of the human species, of a distinctly *duplex* educability, depending upon distinct functions of the brain. It may be taken as con-

ceded, we apprehend, by all physiologists, that the encephalon of man differs from that of other mammalia chiefly by the super-addition of parts whose office it is to control the succession of ideas, and to determine the course of conduct. The powers of *re-collection*, comparison, reflection, and volition, are attributes essentially human, or, at least, are possessed by men in common with higher intelligences alone. The powers of sensation, ideation, and spontaneous remembrance, are possessed also by the lower animals, and are sufficient to explain all the particulars of their conduct.

"It is manifest, therefore, that the education of a child may be conducted in the direction, and to the extent, in which it is possible to educate a horse, a dog, or an elephant, without necessarily trenching upon, or at all arousing any faculty that is distinctly human in its nature."

The writer then shows that the so-called education of the day is superficial, by being sensational—like that of lower animals—and not real, because it is not intellectual. The habit of *stuffing* children (the word is our own) for popular "examinations" and sensational "exhibitions," receives a well-dealt blow, while the avidity with which the masses run after nostrums and novelties is easily accounted for thus—

"Comprehension is brought to bear upon everything that is easy, while a difficulty of any kind is committed to the safe keeping of the sense-perceptions, and the explanation of it is only remembered. Hence arise a habit of resting upon imperfect knowledge, and a habit of loading the memory by the aid of false associations; and these habits, in their turn, are sources of the *lively superficial stupidity* which is so common among the better classes. The sufferers from it form that great public to whom are addressed the Morisonian system of pathology and therapeutics, and the elaborately argued advertisements of Norton's Camomile Pills. Everything that follows a 'because' is to their minds an explanation; everything that has an antecedent, is to their minds an effect. Their creed is, that all questions lie in a nut shell, and, according to Prof. Faraday, their shibboleth is, 'it stands to reason.' * * * * * For their special behoof, bubble companies are formed; and upon their weaknesses innumerable imposters thrive. Their deficiency is chiefly this—that, having been permitted from childhood to do many things superficially and with inexactness, they have forfeited the power of arranging their ideas with precision, or of comparing them with caution. They can therefore scarcely be said to possess any assured convictions, or rooted principles of conduct; but, nevertheless, they are ready to decide in all controversies; and are 'wiser in their own conceit than seven men who can render a reason.'"

But already I have taxed both you and your readers. My chief object in addressing you is to let the public know what a valuable aid to the development of their characters they have accessible to them in this New Monthly. It is called a "Popular" Monthly, and it ought to be as popular in respect of public favor, as it is rich and varied in popular demonstration. It ought to be in every house, as well as in every reading-room. Take this one article for example: who is likely to imagine that the existing systems of education, which have been concocted with so much care and thought, and which pretend to be so elevated and refined, are really and *artificially* producing stupidity, in minds that are capable naturally of the highest real culture, and the widest expansion? And yet, in this single article, the fact, painful and tremendous as it is, is scientifically demonstrated with a precision that we cannot escape. Really, if the demonstrations of science in other directions are to be as direct and startling as in this instance, (and the whole progress of scientific research proclaims that they are) we are upon the verge of a revolution in thought that will scatter almost all our previous notions, and open up to us a world of wonder in which we can expatiate with delight forever.

I close with the closing sentence of the article:—

"Whether the fire of intellect shall blaze, or smoulder, will depend in many cases upon the manner in which it is kindled; and this kindling is among the things that can be done, most effectually, under the mild influences of home."

St. Louis, June 20, 1872.

SCHOOL INSTRUCTION.

UNDER this heading we continue the interesting and valuable extracts begun in our last issue, from the report of J. L. Pickard, Sup't of the Chicago Schools.

In any large system of schools, under the supervision of one man, there is a strong tendency toward hobby-riding.

Some favorite theory calls for a practical exemplification. What better opportunity can be found than that furnished by a cluster of schools of equal rank, each striving to attain the first place in the esteem of school authorities. Each will labor most zealously in the direction of the prominent thought of the man who institutes, through a series of examinations, a test of the working out of his pet theories.

Should the Superintendent evince partiality for any one branch of study, instantly all efforts are bent in that direction. Should he follow any particular line of thought in preparing his questions, the schools soon solidify in the channel worn. Teaching is shaped to meet the well-understood style of examinations. The schools become mere parade-grounds, over which pupils are deployed in accordance with the Superintendent's Rules of Tactics. Teachers become drillmasters, giving special attention to such movements as are most pleasing to their General. All individuality is crushed out, and the highest and purest sources of power are often entirely closed.

A certain degree of subordination is essential to the success of any system of schools; but it must be the subordination of ignorance to intelligence, of weakness to strength; and any Superintendent who can, with propriety, claim the entire subordination of his teachers to himself, must have some other field than Chicago, and far less able teachers than it has been my privilege to find as associates.

It is my impression that our schools are remarkable free from hobby-riding. There have been strong temptations to give undue prominence to this or that branch of study, but the result of our examinations warrant me in saying that these temptations have been quite successfully resisted. The table of results of the examination for admission to the High School shows remarkable uniformity in all the branches of study embraced within the limits of our course. A glance at the questions presented the candidates, in connection with the averages attained, will convince any one that principles have been studied, rather than mere rules or formulas.

While we have sought complete, rather than partial progress in education, we have become convinced that a greater degree of attention, than has thus far been accorded, is due to the study of language. Toward this end we have moved, in the adoption and use of the following Graded Course of Lessons in Language:

TENTH GRADE.

1. Conversations.
2. Writing all the words learned in this grade.
3. Construction of short sentences containing one or more given words of this grade.

NINTH GRADE.

1. Conversations.
2. Writing all the words learned in this grade.
3. Construction of sentences containing one or more given words of this grade.
4. Writing sentences dictated by the teacher.

EIGHTH GRADE.

1. Conversations.
2. Construction of sentences containing one or more given words of this grade.
3. Writing sentences dictated by the teacher.
4. Construction of sentences expressing facts observed both oral and written.

SEVENTH GRADE.

1. Conversations.
2. Construction of sentences containing one or more given words of this grade.
3. Construction of words expressing facts observed.
4. Giving a description of pictures, both oral and written.

SIXTH GRADE.

1. Conversations.
2. Construction of sentences containing one or more given words of this grade.
3. Construction of sentences expressing facts observed.
4. Giving a description of pictures, both oral and written.
5. Construction of sentences conveying thoughts, similar to those found in reading lessons.

FIFTH GRADE.

1. Conversations.
2. Construction of sentences containing one or more given words of this grade.
3. Construction of sentences embodying facts observed and truths learned.
4. Construction of sentences embodying thoughts, similar to those in reading lessons.
5. Reproduction of incidents and stories related by the teacher, both oral and written.

FOURTH GRADE.

1. Conversations, as in fifth grade.
2. Construction of sentences containing one or more given words of this grade.

3. Construction of sentences embodying facts observed and truths learned.

4. Writing the substance of reading lessons, or the embodiment, in different language, of the thought of the reading lesson.

5. Reproduction of incidents and stories related by the teacher, both oral and written.

6. Giving descriptions of objects by answering questions.

THIRD GRADE.

- 1, 2, 3, 4, 5, 6, as in fourth grade.
7. Epistolary composition.

SECOND GRADE.

- 1, 2, 3, 4, 5, 6, 7, as in third grade.
8. Instruction in the forms of business papers.

FIRST GRADE.

- 1, 2, 3, 4, 5, 6, 7, 8, as in second grade.
9. Writing compositions.

In each grade a new step is taken as the pupil's strength warrants. The conversational part of the work is kept up through all the grades. The design is to make each recitation an occasion for the exercise of conversational powers, the pupils being encouraged in the expression of their own thoughts, the teacher sitting as a friendly critic. In the tenth and ninth grades, words learned are to be copied or written from dictation, or transferred to the script form from the printed page; simple sentences are required, embracing some word learned in its proper relation to other words. In the ninth and eighth grades, the pupils are required to write sentences dictated by the teacher, with proper punctuation and proper use of capital letters, the teacher selecting only simple sentences, both assertive and interrogatory. In the eighth, seventh and sixth grades, the pupil is expected to put in form the result of his observations, some particular line of observation having been indicated by the teacher. In the seventh and sixth grades, both oral and written descriptions of pictures are required. Through the kindness of Messrs. Aitken & Fuller, we have been enabled to present, as rewards, tickets of admission to the Opera House Art Gallery, and very interesting descriptions of pictures seen there have been obtained from the pupils who have visited the gallery. In the sixth, fifth and fourth grades, definitions have been required in a practical way,—that of substituting synonyms for words in the reading lessons, the teacher at first indicating the words to be defined, but encouraging such study as will enable the pupil to give the thought of the author read in the use of different words. In all the grades above the sixth, the pupil is encouraged to reproduce, both in oral and in written exercise, incidents and stories related by the teacher. In the fourth grade is laid the foundation for composition-writing, in answers to questions concerning objects, these answers to be combined as concisely as possible.

Letter-writing and business forms are embraced within the list.

This course seems to be one demanding more time than we can command; but it must be remembered that a thoughtful teacher will so connect it with other work as to demand no extra time—only extra care and thought on the part of the teacher. Judiciously applied, the time devoted to grammar may be largely saved. Many teachers have but just begun the work. To some it is yet untried; but so far as it has been intelligently attempted in the practical carrying out of the above course, our anticipations have been more than realized. Children have learned the uses of words as well as their names and their forms. The time is not spent in soulless repetition of sounds, nor in mere mechanical copying of forms which train the ear, the voice, the eye and the hand; but, through these external and physical

organs, the thought-power has been aroused, and the internal and intellectual faculties have had exercise and consequent development. While learning to speak, to read and to write, they have become conscious of the power of thinking. It is this consciousness of the power of thinking that makes the difference between the superficial memorizer and the thorough scholar. The former *re-cites*, calls back, the words of others; the latter *delivers*, sets free, what has been confined within his own mind. The former *reflects*, turns back, the light of other minds; the latter *radiates*, sends out rays born of his own thoughts. In his lecture upon "Words and their Uses," Dr Peabody says:—"When we designate a person as a brilspeaker, we are not merely employing a figure of speech; we are using an idiom and expressing an idea belonging to an antiquity beyond our tracing, and probably among man's primeval conceptions. The same Greek noun means both *man* and *light*, and it is derived from a verbal root which means to *speak* and to *shine*. These correspondences imply that man is the light of this lower world, and that it is through speech that he shines." This opportunity of shining through speech is given to man alone. What can be more important to man than the study of language, and such a cultivation of the power of speech as shall make him a light in the world. To this study and this cultivation all our Primary School work should have reference. The first touch that awakens the child's mind to a consciousness of its existence comes from without, through the external organs of sense. The child struggles to express his little idea, till at last words come to his relief, and he can tell what he feels and what he thinks. These words he cannot with propriety be permitted to coin. He must use such words as have been coined for him and have grown into favor. That his teachers may know whether or not he understands their meaning, he must be encouraged to use the words he knows, in new relations, as successive touches from the external world more fully arouse his consciousness. As new ideas demand new means of conveyance, other words are added to his vocabulary. Language thus becomes a growth out of a felt necessity. To quote again from Dr. Peabody: "Words are not made—they grow. An individual may indeed coin a word to express some conception of his own, but unless society need it and crave it, he cannot give it currency. It must strike the public ear and mind else it perishes on the tongue or pen, that in vain strives to give it birth. But if it be a word that meets an actual want, that fills a real void, and if it be adapted to its use, then he who first gives it currency is but spokesman of the community; it is they, not he, that really create it—for receptivity is a much more essential factor in the creation of a word than mere invention." Words are thus the outgrowth of man's necessities, and in them may be traced much of man's history. Aside from the practical benefit to flow from the knowledge of words, through their correct use—whereby one impresses others—in the study of words, man becomes a recipient of much that can be attained through no other channel, either so easily or so thoroughly. One's habit of thought are shown in his forms of expression. Forms of expression have their reflex influence upon the thoughts. He who would think clearly and speak forcibly, must choose well his words, and study thoroughly their arrangement. In this regard, a knowledge of other languages than our own is of incalculable value. Once more hear Dr. Peabody:—"Just as one who compares bones of two or more animals learns more of the anatomy of either of them than he could by spending thrice that time on that one

alone, so does he who can compare two or more languages understand the grammar of his own, as no student of but one language can possibly understand it. A mastery is thus obtained over language as an instrument of thought, which gives one an ease and assurance in speaking and writing his own language. There is a certain stiffness and awkwardness, a slavish adherence to narrow rules, a lack of enterprise in word and phrase, by which it is always easy to detect even a writer of reputation who knows only the English."

I am aware that classical study is to some extent yielding to scientific studies the precedence it has claimed, and until recently, firmly held. Intense activity pervades every field of scientific research. Richer rewards are yet in store for those who have become deeply imbued with the spirit of the times. Scientists need no spur; but lured by the glare of new lights that have burst upon them with dazzling brilliancy, they are in danger of forgetting the friends who have quietly contributed to the removal of mists and clouds. They may fail to acknowledge their indebtedness to the good old tongues which have furnished them with a rich nomenclature, through which they may understand each other though their nationalities be as wide apart as the antipodes. Nay, even the most successful declaimers against linguistic studies owe their success to classical training. I do not believe that any modern scientist of much note or wide reputation can be found, who has not himself reaped advantage from the study of the very languages which he berates. I would not abate one jot the interest taken in scientific pursuits, but rather plead for its increase, while I would urge such broad and generous culture on the part of scientific men as shall commend their utterances to men of thought, and as shall increase their ability to comprehend the thoughts of their co-laborers. Man reaches his fellows through the expression of his thoughts. The vehicle of expression is language either spoken or written. Spoken language is by word or action, speech or gesture. The eye as well as the ear is addressed. Each mode of address may be made to support the other: or each may be left to counteract the influence of the other. Written language addresses the eye; it may lack the inspiration of the voice and of appropriate gesture, but, on the other hand, it is entirely freed from any counteracting influences. The man sits down a willing captive to the printed page, who might resist successfully the same thoughts uttered by an ungraceful or bad-voiced speaker. The book has a more powerful influence than the voice. Let any intelligent man sit down to compute the time spent in the lecture-room as compared with the quiet hours he passes in his library with his favorite authors, and he will be surprised at its utter insignificance. To books almost entirely does he owe his education. In books is treasured the accumulated wisdom of past ages. He who relies upon lectures for what he knows but takes his mental food at second-hand. How much better that he interpret for himself what others have written or said. With mere book-worms I have no sympathy; they devour the printed page and die in darkness and merited obscurity. Their ambition seems to be to become immensely gorged worms. But for true students I have a large sympathy; for those who can use the thoughts of others as means of growth, which shall contribute to the production of flower and fruit—not worms eating through the leaves and destroying life, but trees opening their leaves to the light of heaven and bringing under tribute the products of past growths—themselves contributing to the future

what they have received from the past with proper increase.

It is, therefore, the student's first duty to understand the value of words, that he may know what others think and may express intelligibly his own thoughts.

A good thought may be so bunglingly uttered as to lose all its power, and returning to its author void of results it must discourage further thinking. Little thoughts may be so clothed as to attract attention, win applause, and better thoughts may result from the success. Good thoughts sometimes spring out of the mind, and are secured if words are at ready command, or are lost while the author vainly chases after suitable language in which to clothe them. The meagreness of the vocabulary of many who are called learned, after the style of the schools, is astonishing, and no occasion for ridicule surpasses that furnished by the man who is constantly misplacing high-sounding words in his ordinary conversation. There are many excellent words in the English language in almost constant use whose value can be learned best through the language from which they have come to us.

The Weather of 1872, Past and to Come.

THE weather of 1872 presents, thus far, a marked contrast to that of the two years preceding. Those years were characterized by a rain-fall far less than the general average all over the civilized world, and by unusual elevations of temperature, due to a diminished evaporation from the ground. This spring has been marked by copious rains in most parts of the land-surface of the globe, so far as heard from. The eastern states, which suffered from lack of rain in 1870 and 1871, even more than most parts of the Northwest, have had an abundance of pluvial blessing within the last few weeks. The same is true of the southern part of Illinois, and also in Iowa, where many wells are now full for the first time in a score of months. As with rain, so with temperature, the two being, in fact, very closely connected. The water came down freely in the shape of snow, in many portions of Europe, and the spring was a very backward one in all the cereal-producing climes. To this we may add that earthquakes and tornadoes have been unusually frequent, with attendant volcanic eruptions, and we have a great mass of meteorological fact which places the first half of 1872 in marked contrast with 1870 and 1871, in many important points,—most important, as they bear directly on the general welfare of humanity. The most obvious inference to be drawn from a consideration of these facts is, that the present year is one of compensation. Long before the movements of the atmosphere could be intelligently watched, still less predicted, the law of general averages was reasoned out and applied to meteorological conditions. The average temperature or rain-fall at any particular point, ascertained by the observations of a series of years, is found to hold good for a subsequent series; hence, if one particular year

presents a meteorological excess, another year will be deficient, so as to restore the mean and keep up the general average. It is true that we cannot, as yet, always tell in advance when these compensations will occur; but we are none the less certain that they belong to the established order of nature. The atmospheric conditions, thus far, point to 1872 as the year that shall compensate for the unusual dryness of 1870 and 1871, and we are, therefore, justified in expecting that, while the present summer will be spasmodically hot, with perhaps a couple of months in which but little rain will fall, it will be followed by a wet autumn, somewhat similar to that of 1866, with its attendant physical prostrations, and possible damage to the matured but unharvested crops in many parts of the civilized world.

THE FARMER'S POTATOES.

THE farmer was hard at work in the cellar over his barrels of the last year's potatoes. "You see," he said, "I'm just breaking off these sprouts for the second or third time. It seems as if the potatoes knew the spring had come, though they are down in this dark cellar; and who told them, I don't know, for I'm sure I have not breathed a word of it. But it does seem as if there was no getting the grow out of the things. Why, it isn't more than two weeks since I cleaned all the sprouts off, and now look at 'em! And if I haven't shifted these very same potatoes upside down, and all ways, from one barrel into another, at the very least count, seven or eight times this spring, then I haven't done anything. It kind of confuses them, you see, when they send up sprouts in one direction to find the light on the other side of them. But I think if I keep on I'll stop 'em yet." And so saying he bent over his work again.

I have seen the same thing done since—only then the objects which were being "confused," so that there was a fair chance that they would finally give up in despair all efforts to grow, instead of being piled into a barrel, were standing in rows before a so-called teacher, and we did not name them potatoes. Upon how many children, naturally desirous of growth, is this process going on! They are made how often to say things in a certain fixed way, through the arbitrary will of a teacher; they are roughly checked if their individuality dares to assert itself; they are unreasonably corrected; and they are handed from teacher to teacher—each one ignorant of the previous work and of that which is to come after. Each one forces them to unlearn much they had previously been taught, and to commit to memory some new set of rules and formulæ, till the healthy appetite for knowledge is so baffled, and teased, and confused, that it finally settles down into a stolid indifference. The edu-

cation is truly "finished" then, but not in a desirable sense.

This we say we have seen, and never without thinking of the old farmer of our childhood, bending over his barrel of persistently refractory potatoes, or without mentally repeating the plaint of his little girl, who stood pityingly by—"I think it is too bad not to let them grow, when that's what they were made for, and they want to so much."

A. C. B.

KENTUCKY.

ONE of the leading educators of Kentucky writes us as follows:

"Our Institutes are progressing satisfactorily. We are inaugurating a series of them also in the southern part of the State. There were two hundred and fifty persons present at the morning session, and the interest really culminated in an excitement.

"At the public lecture, delivered by our able and efficient State Superintendent, Hon. M. Henderson, the audience numbered fully seven hundred, and the greatest enthusiasm was manifested. The applause given the eloquent speaker was spontaneous and oft repeated.

"The people are ahead of the politicians, and we have but to labor on in the patience of hope to reap the best results.

"The *American Journal* is read with interest and profit by our teachers and school officers."

Yours,

A.

A SPELLING LESSON.

THE following list of twenty words was used for the examination of applicants for admission to the junior class of one of the city High Schools this summer. There were 449 applicants. Opposite each word we print the number who failed to spell it correctly:

Indelible....184	Massacre.... 36
Lattice..... 38	Sulphur..... 83
Millinery....151	Syllable..... 17
Eligible....171	Vermilion...382
Sibylline....415	Familiar..... 96
Oxygen..... 37	Chimney.... 13
Adjacent.... 51	Vengeance...215
Business.... 56	Rhinoceros...121
Hyena.....139	Valuing.....242
Weasel.....104	Guarantee...125

With one exception, these are all common words, liable to be used daily, and together they constitute a very fair test of the attainments of a pupil in orthography.

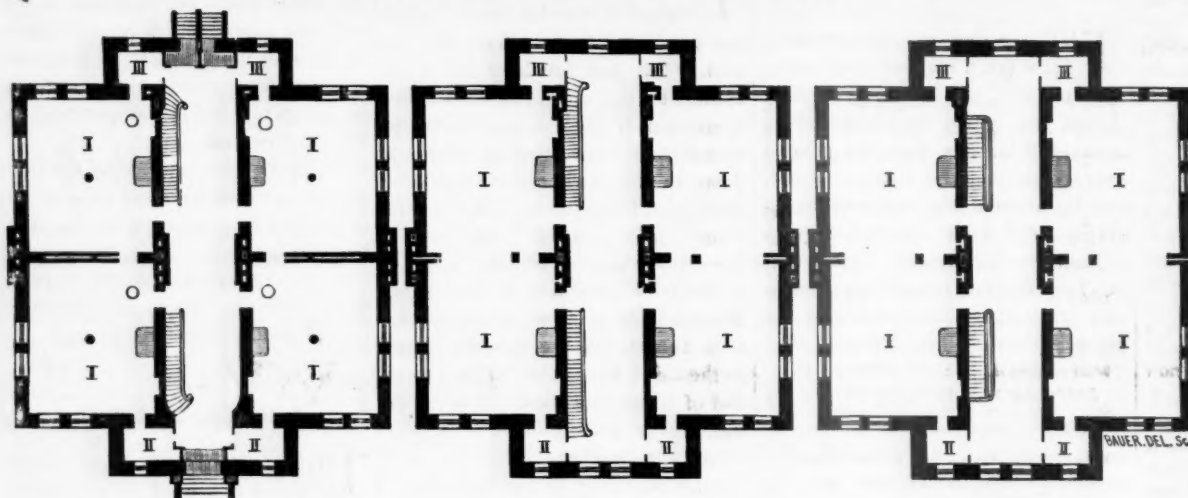
Suppose teachers in different sections of the country should try their classes on the same list of words, and give us the result.

In the four largest provinces, of the Argentine Confederation, having a population of 368,471, there are 22,535 children at primary schools and 6,252 in other schools. There are also, a university, model school, and thirteen colleges.

In New Grenada last year, more than two million dollars was appropriated for normal schools alone.



EXTERIOR VIEW OF THE LYON SCHOOL-HOUSE, ST. LOUIS.



GROUND PLAN.

THE LYON SCHOOL.

WE present, in this issue, one of the model school buildings of the West. Our Superintendent, Wm. T. Harris, informs us that it combines in its construction and arrangement about all that experience has proved to be desirable in a school building. It was erected in 1868, on a lot 150 feet by 124, and cost, including the furniture, about \$42,000.

The building is about 70 feet front and 66 feet deep, with projection front and rear, making a depth of about 84 feet. It is 49 feet high from top of foundation to top of cornice. Basement story is 8 feet high, first story 14 feet high, second and third stories 15 feet high, with sliding doors, so that the rooms may be thrown into one, and thus be made to answer the purpose of an assembly hall. Total number of sittings, 700.

Attention is called to the ground plans of the building. It will be noticed that the stairs are so constructed as to preserve almost entire the wide and commodious hall running through from end to end on each floor.

There are twelve school-rooms, each 27 by 30 feet and 14 feet high,

lighted each by four windows, arranged two in the back part of the room and two at the side.

Sliding doors in the second and third stories separate the rooms (marked I, I,) and can be pushed back for general exercises, such as singing, etc.

Flues for ventilation and heating purposes may be seen in that part of the outside and inside walls where the sliding doors go back.

The platform for teacher's desk is placed against the inside wall, so that the pupils do not face the light.

II and III—Wardrobes, one attached to each room, and having doors opening into the school-room, and also out into the hall; the pupils pass through these into the hall, getting their hats or bonnets on the way.



This house is furnished with the Combination desk and Back Seat, similar to the above cut, of which

there are five sizes—seats from 11 to 16 inches in height—to accommodate all grades of pupils. Size No. 1 is highest, then 2, 3, 4 and 5, graded in regular order. The Back Seat is placed behind the last seat in the row at the rear of the room. The stanchions, or end pieces, are iron, and braced, graceful in design, admitting the use of backs which run down to the seat, or of such as is shown on the back seat. Standard length 3 feet 6 inches. Floor space, 42 by 30 inches.

We call attention to the *fact*, in this connection, that the average cost of seating a school-house with *improved* school furniture, made of substantial iron castings and beautifully finished seasoned lumber, is but a trifle over the old-fashioned, clumsy, uncomfortable wooden benches. This *improved* school furniture will last for years, while that made of soft wood will soon have to be replaced, so that in the end it costs nearly double, and is still almost worthless.

CHILI has 676 common schools, with an attendance of 370,129, 14 lyceums with 1538 pupils, a school of arts and industry with 104 pupils, a national university with 416 students, and 246 colleges.

OUR TEACHERS' BUREAU.

THE applications to the editor of the *American Journal of Education* for good teachers in the West and Southwest have become so numerous that we have established, for the benefit of all concerned, a "Teachers' Bureau." Those desiring teachers are requested to state—

- 1st, Salary paid per month;
- 2d, Length of school term;
- 3d, Qualifications required.

Teachers desiring positions will also state—

- 1st, Their age;
- 2d, How much experience they have had in teaching;
- 3d, What wages they expect per month.

We charge each applicant for a position, and each person applying for a teacher, the sum of *one dollar in advance*, for inserting their application.

TEACHERS WANTING SITUATIONS.

No. 192. A graduate of Union College, N. Y., and State Normal School, Albany, N. Y., as Superintendent of City Public Schools, or Principal of a High School. Twenty-five years experience; best references. Salary from \$1,400 to \$1,500 per year.

No. 193. A gentleman of twelve years' experience, who can give first class testimonials, a position in a good school. Salary \$75.00 per month.

No. 194. A gentlemen of ten years' experience, a position in a ten months school. Best references.

No. 195. By a graduate of N. Y. University, at present a Professor in Nebraska College, a first class position in a school or College for the ensuing academic year. Seven years' experience; unexceptionable references.

No. 196. By a lady of thorough education and several years' experience, a position as teacher of the higher English branches, or charge of art department, in a boarding or graded school.

LET it be distinctly understood that every member of society who offers a facility to the commission of crime is, in a degree, responsible for it, and that the nation which promotes the existence of a criminal class, by refusing to educate *all* the people, is responsible for the evil done by the ignorant and vicious classes.

In so far as any class of persons shape the existing conditions of society, they cannot escape the moral blame which inculcates them as sharers in the crimes resulting, not only from what they do, but from what they fail to do. Thus the doctrine that the nation is responsible for the acts of its individual members—for the results reach all—is one which widens the range of personal interest to the utmost.

WHO WANTS A SCHOOLMASTER?

BY an oversight the following communication was sent to the printer with other "copy," who set it up according to the rule of "follow copy," and here it is:

NEAR BUMPASS' (Turn-Out), Ches. & O. R.R.,
Louisa co., (N. E'n) Virginia, June, '72.

DEAR SIR—Wishing to migrate West as Teacher, I hope you can do something for me in this line.

I am .Æt. bet. 40 & 45—have experience in teaching in schools and colleges, &c.—have an M. A. diploma from Columbian College, D.C.—wish a sit'n, so as soon to get charge of a High School—I am protestant—politically I am neither a Democrat, soft shell or hard-hell, nor a Republican of any kind, black or red, Liberal or Radical, but am a *Conservative* of the pure Caucasian race.

Can't vote for Grant & Co., *et id omne genus*, nor for Greeley—could have gone for C. F. Adams, Chase, Davis or Trumbull, but can't see what *fitness or talents* eccentric, fickle, vacillating, unstable Horace Greeley has for *President* of these U. S., for Home or for Abroad.

I have *never yet* voted for or favored a Small Man for a Big Office of any kind.

Tho' opposed to the Balto. Convention's making any nominations, or even to its endorsing Greeley & Brown, yet if it nominate Honbl. J. Q. Adams of Ms., or Pendleton, Long or Groesbeck, of O., or Hon. Thos. A. Hendricks, of Ia., or General Logan, of Ill., for Pres. I'll so vote; I'll vote for Seymour, or English of Ct., Ex. Gov. Curtin of Pa., Gov. B. Gratz Brown of Mo., or Gen. W. S. Hancock, Long, Pendleton or Groesbeck, of O., or Gen. Logan of Ill., for V. P.—or any other able and known men for Pres. and V. P.—but for *sexus homines* NEVER—such such as even Gen. Pierce and Mr. Lincoln, nor for such exclusively military men as were Gens. Taylor and Scott, and as now are Gen. U. S. Grant and Gen. W. S. Hancock, for President.

I prefer a Free Fight between Grant & Co. and Greeley & Co., letting the descendants of the old Blue Light Adams Federalists of '98 & '9, the Hartford Conventionists of '12 & '15, the *Monroe* Submissionists of the so-called Missouri Compromise of '20 & '21, the *Jackson* Coercionists of '32 & '33, and the *Bloody-war parties* that fought and worked against the South '61 to 65, and the *Negrophilists* of the present, all these *weg* out their own political salvation of themselves, and settle their own political Family-Quarrels—permitting all States-Rights men not to vote at all if they so prefer.

Between Greeley & Co. and Grant & Co., the evils are too great in my opinion for a choice. So, I can support *none* outside of the proposed Balto. Convention. (Jy. 9.)

When the Election shall have passed, after the *Nones* of November, the Records will find that many voters side with myself, and that the Contest between the two *worse-than-old* Federal parties now in the field will be *close*, provided no other nominees be put on; and that less than four years hence will prove the difference between Grant & Co. and Greeley & Co., to be about equivalent to the "Difference between *Twinedledum* & *Twinedledee*," wh. is, "one is a *he*, t'other is a *she*!"

N.B.—What I wish is not pos'n in Politics, but a good sit'n likely to be permanent, and suitable for a married man capable of and experienced in teaching Math. &c., Latin & Greek, Anglo-Saxon & Italian—his "Better Half" teaching the Eng. brs., French & Music, .Æt. 30+, both first taking a common school.

I am y'r's resp'y,

C. TUMPS BROWNE, M.A.

Address Bumpass', (C. & O. R.R.) Va.



C. H. Clarke, Architect.

[Engraved expressly for The American Journal of Education.]

A COURT HOUSE.

THIS is a beautiful design for a Court House, and it can be built for about \$18,000.

A large majority of our more public spirited citizens, who have charge of the erection of Court Houses, School-houses, Churches, Halls, and other public buildings, have become convinced that they will economize both money and room by consulting some competent architect before contracts are made. There is wisdom in doing this.

In the above cut the architect seems to have ignored the customs

of the people, at least to a certain extent. We do not see any dilapidated old seats on the porch, where men sit to whittle, and "chaw ter-bac-er," and tell stories, and "trade hosses." It may be they are "round the corner" on the other side of the square, where the saloon is; or it is possible, and perhaps probable, that, with growing habits of industry and more intelligence, less time is wasted in this way than formerly, and that people only come in and stay long enough to transact their business and go home. We think this is the better solution.

SHALL MUSIC BE INTERPRETED?

BY ANNA C. BRACKETT.

When twilight is born from the flaming West,
And the stars wake white and clear,
Shall I shut my eyes to their still-unrest,
Because the moon rides near

Yet the stars with a self-fed flame are crowned,
And the moon must borrow to spare;
And their tremulous beauty above and around
But renders her glory more fair.

If the turf is soft and the flowers are sweet
On the bank whereon I lie,
Must I lose the sound of the surf at its feet,
And the splendor of sea and sky?

But the deeper tone of the sea on the shore,
And the light from the sunlit blue,
Will but glorify all that was fair before;
Let them enter freely, too!

When I search for May flowers fragrant and bright
Where the last year's leaves are spread,
Shall I fling away a'll the blossoms white,
Because they are not rose-red?

Nay, keep the white blossoms of thought complete
To heighten the feeling's red bloom,
For they both must live in a wreath that is meet
To lie on Beethoven's tomb.

The Velocity of the Planets and their Mean Distances.

BY L. S. MCCOY.

TEACHERS and students interested in the study of Astronomy may find utility, and perhaps instruction, in the following laws and tables, which have perhaps not hitherto been in print:

I.—The square roots of the mean distances of the planets from the Sun are INVERSELY proportional to their velocities in their orbits.

Thus, the square root of the mean distance of Mercury from the Sun is 0.62217; that of the Earth being 1, and her mean hourly motion 68311 miles. Now, 0.62217 : 1 :: 68311 is to 109795—the mean hourly motion of Mercury in miles.

Under the law, the mean distance of any planet may be taken as unity, with its mean hourly motion in miles as the third term of the proportion, and of course the result in any case should be correct.

NAME.	Mean Distance.	Square Root of mean Distance.	Hourly motion in miles.	Inverse Ratio of mean distances as 1.	Direct Ratio of hourly motion as unity.
Mercury	0.38710	0.62217	109795	1.6072	1.6072
Venus	0.72333	0.85048	80320	1.1757	1.1757
Earth	1.00000	1.00000	68311	1.0000	1.0000
Mars	1.52369	1.23437	55341	0.8101	0.8101
Jupiter	5.20280	2.28096	29948	0.4384	0.4384
Saturn	9.53853	3.08850	22118	0.3237	0.3237
Uranus	19.18264	4.37977	15597	0.2283	0.2283
Neptune	30.03607	5.48059	12464	0.1824	0.1824

It should be observed that the decimals do not exhaust the quantities from which they are derived.

II.—As a corollary resulting from the above law, the products of the square roots of the mean distances of the planets upon their respective hourly velocities are equal; and such products are a *constant quantity*; the quantity being 68311 numerically, approximately; and representing the earth's hourly motion in miles. This is upon the basis of the Earth's mean distance as unity. The result follows from the product of the extremes being equal to the product of the means of a proportion.

Thus, taking the square root of the mean distance of Mercury and his hourly velocity: 0.62217 × 109795 = 68311.15.

NAME.	Product of Square Root of mean distances upon the hourly motion in miles.
Mercury.....	0.62217 × 109795 = 68311.15
Venus.....	0.85048 × 80320 = 68311.19
Earth.....	1.00000 × 68311 = 68311.00
Mars.....	1.23437 × 55341 = 68311.27
Jupiter.....	2.28096 × 29948 = 68310.19
Saturn.....	3.08850 × 22118 = 68311.44
Uranus.....	4.37977 × 15597 = 68311.21
Neptune.....	5.48059 × 12464 = 68310.18

As a matter worthy of attention it may be remarked, on inspecting the above table, that of those planets whose mean distances are most accurately determined, those having the greater eccentricity of orbit give the least fractional variance from 68311. Thus Mercury, with an eccentricity of about one-fifth of the major axis of his orbit makes a less excess in the product than does Venus, with but a slight eccentricity, while the variance for Jupiter is much greater than that of Mars.

The basis of these tables is from Leverrier, and if Law I. be rigidly true, it might be deduced that, under the varying relations which subsist between the major and minor axes of the orbits of the different planets, a conflict would arise with a law of this character:

III.—The cube roots of the perihelion times of the planets are INVERSELY proportional to their velocities.

For, if Law I. is rigidly true for all the varying relations which exist between the major and minor axes of any orbit, then the velocity, in any case, depends upon the major axis (twice the mean distance), independently of the minor axis—that is, for a given major axis the mean velocity is a *constant* quantity. Then, the shorter the minor axis—or the greater the eccentricity—in a given case, the shorter the time of revolution, and, of course, the less its cube root; affecting thus the ratio of the root.

IV.—The fourth roots of the centripetal forces are INVERSELY proportional to the square roots of the mean distances of the planets from the Sun, and DIRECTLY proportional to their orbital velocities.

Thus, Mars is four times (approximately) as far as Mercury from the Sun, hence, the centripetal force at Mercury is 16 times (by the inverse square) as great, yet his velocity is but twice that of Mars. Now, if to square a force will double a velocity in a given case, Mars would move with fourfold his present velocity under 16 times the force—or that which is exerted at Mercury. If so, then why does not Mercury have double his present velocity? Who of our teachers will ventilate this a little?

Finally, under the theory of the "Conservation and Correlation of Forces," what becomes of gravity? As it requires dynamic activity, and not mere potential force to deflect a moving body from a straight line, and the planets are so deflected in their movements, what becomes of the force which had deflected them after the deflection is accomplished?

On these, perhaps more anon.

THE ordinary reader who carelessly examines his daily paper in the morning, hardly stops to think while reading the doings of almost the entire world the day before, what an immense outlay of money was expended, and what an army of news-gatherers were employed to collate the items he is reading.

THE AMERICAN

Journal of Education.

J. B. MERWINEditor.

ST. LOUIS, MO., JULY, : : : : 1872.

THE NATIONAL TEACHERS' ASSOCIATION.

THIS association, which held its annual session in St. Louis last summer, will meet this year in Boston, August 6th, and continue three days. We publish, in another column, the programme in full. Boston possesses many and peculiar advantages for making such an occasion one of interest and profit to all. Its long established and surely founded public schools, the utility of which no one there dreams of doubting, are a means for creating a congenial atmosphere; its many institutions of learning and science present great literary attractions, while its justly celebrated beautiful environs offer the most delightful retreats for the intervals between the sessions. Add to this the fact that owing to the greater density of the population in the Eastern States, a majority of the teachers are to be found there, and no one can doubt that the attendance will be large and the exercises interesting.

They should, however, aim to be something more than simply interesting. This is an association which claims to be national, and by the tone and spirit of its proceedings it should aim to show, so far as that is possible, what is the national, the American idea of education. As far as possible we say, for—because it deals with infinite possibilities—the idea of education cannot be mapped out, circumscribed, and limited by any fixed creed or formulary. It cannot be measured and definitely laid out like the angles or the sides of a crystal; and this because it is a living process. To chronicle its changing phases, to occupy the time in describing its processes is an endless task, and not a very profitable one, because our words are no sooner uttered than they falsify themselves, and the method which is narrated as very successful in one particular set of circumstances will fail utterly if applied by another teacher, under different circumstances.

To exchange professional experiences is sometimes valuable, and it has its more appropriate place in a city association or a county institute. But an association which claims to be national should take a broader stand, and in its discussions and essays give us principles wide enough for a nation's teachers to stand on.

What satisfied the teachers of America ten years ago is not enough for them now. There is everywhere in the country, springing up a desire for a deeper and more exhaustive statement on the theory of education, and it is the self-elected work of a national educational association in some sort to satisfy this reasonable

demand. The age is no longer content with detached and isolated statements. We know now that an English Grammar demands a student of comparative philology for its author. More and more the physical sciences affiliate, seek for, and find themselves resting on a common law.

It is to the chemist quite as much as to the astronomer, that science turns now to know the composition and changing distances of the fixed stars.

Classical learning has come to be a branch of science, and has thus attained a new and legitimate base of life. There is something almost inspiring in a comparison between works upon classical literature published fifty or a hundred years ago and those published to-day. In the former we find much erudition of an unproductive kind, a tedious playing with curious trifles. They remind us of pools left by a Mississippi freshet, stagnant, unhealthy, full of curious forms of low-ordered life, cut off from the great world stream that flows onward to mingle with the infinite ocean. If we examine a work written to-day, in the spirit of to-day, however small its pretensions may be, we shall find that it is like the streamlet which, however sluggish, connects with the infinite-seeking current. So speaks the philologist.—Can the same be said of modern works on education, as compared with those of fifty years ago?

Teachers in America want a science of education, not simply an art of teaching. They want to strike down into the grand idea of education, and they ask what the idea of American education is.

We are not forgetful of the fact that there is no foreign country to the man of science, for science is only recognized truth, and truth is universal. But it is none the less true, that the grand idea of education, in its concrete development in America is not the same as in its development in Germany, or France, or England, and those who seek to transplant German or French methods into American schools and to apply them under American influences to American children have perhaps more knowledge than wisdom.

Alone of all modern nations the Germans have sought to found education on the deepest and profoundest truth. We may with advantage study their results, both as embodied in the works of their philosophers and in their schools, but while we take up and assimilate the thought of others we must not lose our national individuality. The time is coming when education in our country will be no longer a "thing of shreds and patches," but a wisely ordered system, consciously moulded in all its details by national ideas. To what body does the task so fitly belong, while gathering up the results of the past, to enunciate as clearly as may be the grand national idea which must lie at the base of all true American education, as to the National Teachers Association?

THE DEMAND OF CAPITAL.

IN one of Moliere's most celebrated plays the hero is an old man who, having a large fortune, desires above all things to appear like a nobleman. To this end he removes to Paris, and engages masters of all kinds to make him perfect in the arts which become a gentleman. Among others, he studies the art of fencing, and his master teaches him a certain motion by means of which, so he assures him, he can always and infallibly prevent his adversary from killing him, and a certain thrust by means of which he will always be sure of killing his adversary. Thus furnished with certain rules, M. Jourdain offers to exhibit his valuable knowledge to his servant, whom he invited to fence with him; but he soon finds himself in danger of being run through the body. In his simplicity he had not considered that there are always two sides, and that the direction which he imagined was to be of so much use to him could be used quite as much to his disadvantage.

M. Jourdain is only a type of that class of minds who seize immediately one side of a question, and do not look comprehensively enough to discover that there are two sides to be considered, and that in trying to rid themselves of one evil they may be only precipitating another.

In this class must be counted the workmen who take into consideration the fact that eight hours' labor will fatigue them less than ten, but who do not also see that there must be less produced from eight hours' labor than from ten; that a smaller supply will raise the price directly of all articles of their manufacture, and indirectly of all produce; and that, consequently, if for eight hours' work they receive as much wages as for ten, they will be poorer and not richer men at the end of the year than they are now.

Society is so inter-dependent that the miners on Lake Superior cannot stop working for three days but the price of copper goes up along the Atlantic shore on both sides. The manufacturers of all kinds who use copper can no longer afford to do their work at old prices, and demand more for their labor. Every other trade feels the influence, till the wave returns to the spot from which it started, and the laborers in the Hecla and Calumet mines find the price of their groceries higher than formerly. No one can observe how close are the ties which bind together all parts of the great social system, without recalling the old statement, that if one grain of sand on the sea-shore could be destroyed, utterly and entirely, nothing in all the universe would be unaffected by the loss.

But the capitalist, who sees this side which the laborer forgets to notice, sometimes overlooks a side that is quite as important, for labor is not more dependant on capital than capital is upon labor. Capital fur-

nishes the means for sinking the mine-shafts, for smelting the ore, for building the steamboats, or the railroads and rolling stock, for manufacturing the goods; but labor plies the shovel and pick, packs in the powder, applies the match, builds and tends the fires, makes the moulds, rivets the plates of the boilers, works the iron for shaft, walking-beam or driving-wheels, runs the engine and pilots the boat; it fits the foundation-stones of the massive warehouse or factory, adjusts the girders and lays the floors. Can the capitalist afford to have this laborer, to whose hands he thus trusts his slowly accumulated gains, a simple tool—to have him uneducated? Can he afford the waste of material inevitably resulting from unskilful workmen—the depreciation of value which follows in the train of ignorance?

Only where science leads the way, announcing the laws which should be obeyed, and intelligence obeys her commands, can economy of material and thrift follow in her train.

If capital would not see its ventures wrecked, its investments paying no dividends, it must demand, first of all, educated labor. It must insist upon trained intelligence in the laborer. It must do this for its own sake, not for that of the laborer.

The clergyman may tell us, Sunday after Sunday, that it is *right* for us to work for each other. The political economist, with no less uncertain sound, tells us that it is *necessary* for us to work for each other. The lesson is the same, though the motive appealed to may be entirely different.

The Public Schools, as the means of educating the mass of the population, do not appeal to the tax-payer as if they were asking charity—a gift from his bounty to support, and his ready word to defend them. It is the spirit of the age—of that civilization by whose means and through whose power alone his property is of any value—that says to him: The Public Schools are your surest means for raising the value of your investments—for making secure, and thus valuable, your property. Guard them and watch over them for your own sake, and perpetuate them.

In an address before the University of Oxford, Mr. Kitchin said; "The true difference between true and bad education lies, not in the greater or less acquirement of facts, the furnishing of the memory, not even in the sharpening of the mind to use, to recombine, to imagine out of given materials, but in the greater or less vivifying power, the arousing of true interest, the application of right methods to new fields of thought and discovery."

THE great labor of life, that which tends more to exhaust men than anything else, is deciding. There are people who will suffer any other pain readily, but shrink from the pain of coming to a decision.

A WORD OF WELCOME.

IT is with a rare pleasure that we welcome to the educational work of Missouri and the West, an educator so deservedly popular as the newly elected Principal of the Second District Normal School.

Prof. James Johonnot was a pupil of the honored David Page, of the Albany Normal School, in which school, after graduation, he occupied the position of an instructor for several years. Since then a large portion of his time has been devoted to educational literary work, and in holding special institutes in the State of New York. Possessed of great energy and magnetism, he brings to this position an experience of twenty-five years in the special work of training teachers; a system of methods founded on a clear philosophical basis, and a mind utterly untrammelled by tradition or bigotry. Coming, as he does, the disciple of no particular school, we are pleased to assure the Professor that he will find in Missouri ample scope for the fullest exercise of his plans, and a pressing demand for new and better methods of teaching. We doubt if any other State offers an equally favorable opportunity for a gentleman of his stamp to achieve a brilliant success; and we bespeak for him the hearty coöperation of all the friends of education in the Iron State.

THE OUTLOOK AT WARRENSBURG

THE prospects of the 2d District Normal School at Warrensburg brighten. At the last meeting of the Board of Regents, a proposition from the citizens was responded to by the Board in the following action: The town of Warrensburg is to have until the 10th of August next to place in the hands of the Treasurer of the Regents a sum of money sufficient to complete the exterior and the first main story of the interior of the building, including heating apparatus and school furniture. When this is done, the Board agree to make the location of the school permanent, and to proceed with the work referred to. The Regents make this trial of the settlement of the unpleasant question at Warrensburg a finality; and in case the people refuse to entertain the proposition, the opportunity for bids by other places will be reopened. We understand that the prospect of the success of this proposition is flattering.

The Regents have shown their good sense in placing the school itself on a basis that guarantees immediate success. Besides electing Prof. Johonnot to the principalship, they have heartily acceded to his wishes in the composition of his board of instructors. Professor L. H. Cheney, the Principal of the First Branch High School in Saint Louis, has been appointed vice principal. Professor H. Krüsi, of Oswego, whose father was associated with Pestalozzi, is to take the general

charge of the mathematics, German, and drawing. Miss Lucy J. Maltby, who has already won golden opinions as a teacher, will continue in the department of language and literature. One vacancy, that of natural history, is yet to be filled. With this corps of instructors, the school will rank second to no other training school in America. It ought to open with two hundred students.

A NEW PREMIUM.

HERE you have it—a Dictionary free, and a copy of *The American Journal of Education* for one year, on the following terms:

For two subscribers (cash in advance) we will send a POCKET DICTIONARY of the English language abridged from the large quarto, but containing about two hundred engravings. In addition to this, it contains a careful selection of more than eighteen thousand of the most important words of the language; besides tables of money, weight and measure, abbreviations, phrases, proverbs, &c., from the Greek, the Latin, and the modern foreign languages, rules for spelling, &c., &c.; making altogether the most complete and useful pocket companion extant. It is beautifully printed on tinted paper, and bound in cloth.

This premium is open for teachers, pupils, school officers, and all others who need and want a companion like this; and who does not want it when it can be obtained so cheaply and so easily?

Send us the subscriptions, and the JOURNAL and Dictionary shall be sent to you by return mail.

LINCOLN INSTITUTE.

THIS institution finished its first year in the new building, June 21st. Necessarily it has had to begin at the very bottom to train up a class of Normal pupils. There were no high schools and academies for colored pupils from which to draw its students. The class of advanced pupils had to be made before anything like a high school, still less a normal school could be inaugurated.

Lincoln Institute thus far has been a success. With no populous towns competing for its location, with hundreds of thousands of dollars for its buildings, with nothing but the nerve, and energy and fidelity of its trustees, and a moderate annual appropriation for its support, and the keenly felt want that had to be supplied, it has made itself a name and more than local fame.

Blot out almost any single educational institution in the land, no matter how extensive its curriculum or how substantial its foundation, there are from a dozen to a hundred which would so well supply its place, that it would scarcely be missed. But what a blank would the loss of Lincoln Institute create in the Northwest to-day!

It is doing capital work, not merely educating its pupils in text books, but giving them a culture they could not attain outside of some such institution. They are growing in manly and womanly attributes, in self-respect, in self-reliance, in a nobler sort of ambition and impulse, and in the spirit of an educated class.

The examinations in June showed grand results. The exhibitions, the declamations and original compositions showed careful training, especially in the direction of imparting independent thought and free opinion.

It is hard to anticipate the future of this institution; but, judging from what it has already accomplished, it will exceed the most sanguine expectations of its founders and early friends. We are glad to believe the trustees and teachers are alive to its importance, and will work for it vigorously and faithfully in the future as in the past. Success to them.

SAENGER-FESTIVE.

Scene—The Sanctum.

Present—Editor, Parson, Pedagogue and visitor.

Ed.—Went, did you?

Par.—Went! of course I did; wouldn't have missed for anything. Had reserved seat. Went early. Only got a seat by hunting up a chair and planting it in the middle aisle, about sixty feet from the front—just where I wanted to sit.

Ed.—Well, how did you like it?

Par.—Not a bit.

Ed.—What was the matter?

Par.—Well, the music wasn't bad, but it seemed feeble. I went to hear an immense volume of sound. Instead of that, the volume seemed no greater than a choir of twenty ought to create in an average sized hall. Think of it! Fifteen hundred singers, every mouth open at once, and stout German lungs. Where in the world did all the sound go to?

Ed.—You ought to have been where I was. I wasn't forward with a reserved seat. In fact couldn't get any seat. So I stood up in the gallery, against the wall at the end opposite the stage. Volume enough there I can testify.

Vis.—You should haf been vere I vas. You could hear every ting distinctly; and petter as dat, if you hear noting, you care not a nickel.

Ed.—Why, where were you?

Vis.—Over der street in der Saengerfest Beer Saloon of mine friend Hagemann. I hear Mrs. Dexter distinctly.

Par.—That's more than I could do. I got the worth of my ticket by standing up on my chair and looking at the crowd. Wasn't it immense? A solid acre of faces, not counting the galleries which contained half as many more.

Vis.—And not counting der peebles outside, vot vas as numerous as dose inside. I tell you, it does your heart goot if you bin in dat saloon to

see der dirsty crowt. I never was so enthusiastic. Listen here vot I compose—

Ven on der parched bricks der hot sun-rays bin streaming,
Und peebles don't know if dey're roasted or fried,
Den down der dry throats goes der lager beer streaming;
Und trinks cool mit ice, mit der yellor straws glide—
Der nectar vat Ganymede poured out for Juno,
To der ignorant ancients for sometings, might pass,
But for fast rate goet trink, dere's nix I or you know,
Gompares mit der lager vot foams in der glass.
Der glear, shining lager,
Der cool, foaming lager,
Der nice, bully lager
Vot foams in der glass.

Ed.—My friend, your verses are not bad; but I am compelled to say that the sentiment is horrible—perfectly revolting. I beg you will utter no more of the kind in this sanctum.

Par.—The lines will pass, but the facts about that beer business are astonishing. I know of one concern that took in \$1,700 in a single day of the Saengerfest. Cypher that into nickels and you get 34,000 glasses of beer. Now cypher how many yards of dry gullet that moistens.

Ed.—Mercy! Spare me such statistics. Who knows anything about the success of the Saengerfest financially?

Vis.—I hear not von word. Only if Mathias makes not der county finances better as he did dose, he better resign.

Ed.—Whatever the money result it was a success—that is, it accomplished what it purposed—a singing festival. Happily, there are some people who think of something besides dollars. Pity we could be Germanized a little in this respect. The Saengers had a good time, and that is what they came for.

Par.—The house was filled every night with all it would hold. That ought to make it a success unless there was an extraordinary free list.

Ed.—All I can say for that is, that I know some of the city press had a good deal of trouble to get the usual courtesies, and would have been ignored entirely but for Mr. George Bain, who took the responsibility of sending them tickets, although it was the province of some one else to attend to it.

Vis.—Vot you dinks will be made mit der building?

Ed.—No trouble this year; politics will take care of that. Splendid place for mass meetings.

Par.—Only no speaker can fill the house. It would be like a dumb show. I'd rather have the spectacle of Fröhlich's baton and coat-tails. That was stupendous.

Ed.—Don't interrupt. After the campaign is over, and Grant and Greeley out of the way, I propose to have it turned into —.

Vis.—A beer garden, eh?

Ed.—Don't interrupt! A great, permanent exposition of arts and manufactures, such as Cincinnati has and New Orleans. It would be a permanent attraction to St. Louis—just what we want, and will pay I am sure.

Our Young Folk's Department.

LETTER to THE BOYS AND GIRLS.

CHILDREN. I wonder if the editor of the *American Journal of Education* will let me talk to you a little while? I know he has a great many things to say to your fathers and mothers and to your teachers, yet I did not know but he would just let old Uncle Ned tell the boys and girls a thing or two now and then.

Well, I have a little boy at home, and his name is Alfred. It is just 180 days since he was born. Can you tell me how many weeks old he is? Can you tell me how many months old he is? Can you tell me how many hours old?

The first one who will answer these questions right shall see his picture, if you will call at our house.

Little Alfred and I just came in from the beautiful country where the air is pure, and the grass is green, and the birds sing. There he got acquainted with little Zoie, who is five years old. This little girl and baby Alfred had pleasant times as they romped on the green grass.

Zoie says many funny things. This is one of them: She was out riding with her grandpa and saw something in the road. She said, "Grandpa, there is a nice cravat."

It was not a cravat; and I don't think one of you can tell me what it was, so I will tell you. It was a pretty snake with stripes on his side.

My little Alfred cannot yet say many funny things; but one thing he says makes you laugh—that is, "dad, dad, dad."

You know that this word means "father," and it has this meaning because little children use the word long before they begin to talk. Of course to my little boy it does not mean anything. He only likes to hear himself talk.

I saw a little animal in a cage the other day that could do more funny things than our Alfred, and he seemed to know more, too. It was a little white ape. No, I am mistaken; it was not an ape, for it had a long tail, therefore it was a monkey. Did you ever know the difference before?

This little cunning animal would wash the window with his hands; he would catch flies on the glass; he would hang up a chain on the cage and then swing himself by it, and do many other tricks.

Now, is it not strange that the monkey could do more things than our boy? But when our boy has lived as long as the monkey he will know a thousand times as much as he!

Do you want to know why this is? It is because the boy has a mind or soul, while the monkey has none. The monkey has what is called an instinct, which helps him to imitate people and other animals. Just so the birds have an instinct, so that they can build such beautiful nests for themselves the very first time they try and without any practice. But a man cannot build a good house unless he tries a few times, first.

So the child has only a little instinct, but the young birds and other animals have a great deal of it given to them by their Creator.

Now, I want you to think of some things that animals can do because they have this instinct.

Ask your parents or your teacher to help you study about the habits of animals, and you will learn how wonderfully they are made.

But I want to ask one question before I am through. Which would you prefer, the Reason which a boy or girl has, or the Instinct of a bird, or squirrel, or monkey?

If you will tell me some curious things that your dog, or horse, or cow, or pig has done, I will tell you something more sometime.

UNCLE NED.

TWO YEARS OLD.

Little Rowdy Howdy,
Sitting on the floor,
Had his little breakfast,
Wants a little more.
Sits and shouts aloud he,
With his voice so bold;
Rowdy little Howdy,
Only two years old!

Two years old to-day, sir,
And with funny tricks
That would make you say, sir,
"Surely he is six."

Sweetest of the crowd he,
With his locks of gold;
Tiny Rowdy Howdy,
Only two years old.

Dimples in his chin, sir,
Roses on his cheeks,
Music does begin, sir,
Always when he speaks.
Papa's surely proud, he
Likes to hear it told—
"This is Rowdy Howdy,
Only two years old."

Hear his happy chatter,
See his little feet,
As they pitter-patter
Up and down the street.
It is, you must allow, de-
lightful to behold
Little Rowdy Howdy
Only two years old.

Roguish little Rowdy!
Looking grave and wise;
Happy little Howdy!
With his azure eyes,
Ne'er alarmed or cowed he,
By your glances cold,
Here comes Rowdy Howdy
Only two years old.

Give the boy a hammer!
Let him have a stick!
Never mind the clamor!
Isn't he a brick?
Be it clear or cloudy,
Weather warm or cold,
Hurrah for Rowdy Howdy!
Only two years old!

—HITTY MAGINN.

PUNCTUALITY.

FEW things are so important in life as a just estimate of the value of time. Every thing in a course of education should promote its attainment. It will be learned or unlearned, practically, every day. If a teacher is in his place at the minute; if he has every scholar in his place; if he has all the instruments and apparatus ready, down to the chalk, the pointer, and the blackboard wiper; if he goes steadily on, without interval or hesitation; if he excludes all other topics but the one before him; if he uses his time up to the last drop—such a one is teaching the true value of time as no sermon can teach it.

Nothing is more incumbent on teachers than perfect punctuality. To be late one minute is to lose five. To lose a lesson is to unsettle a week. Children are ready enough to "run for luck." They count upon a teacher's failures, and turn them into claims. At the same time, none are so severe, in their construction of uncertainty in teachers, as those who take advantage of it. It is with children as with servants—none are such task-masters.

WE have several pretty good puzzles from Nelson Forsyth, of Uvalde, Texas, out of which we select two for insertion in this number. We shall be glad to hear from him again, and from any others of our young friends who can find time during the vacations to send us contributions to this department.

MARGERY'S FIRST DAY AT SCHOOL.

BY MRS. M. E. MILLER.

A CHUBBY, sweet-faced child came into our Milbrook school-house one morning, as a visitor, conducted with trembling eagerness to my desk by Ernest and Bessie Clapp, who introduced her as their sister, and promised that she would not disturb the school. She did, however, as much as any other blue-bird would have done, and just as innocently; so that I could only smile with the children, and long for the time to come when I could count her among my little flock.

She wore a bright blue dress and cloak, which perhaps, as well as her song, won her the name bluebird, that day. A dozen times she forgot where she was, and broke out in little melodies, sometimes without words, so truly musical that I raised my finger to check Bessie as she was about to interrupt her. After a few moments she would look up and forget her song in her surprise at seeing so many children around her.

After the first class I called her to me and asked her name.

"Named after dwanmamma," she answered quickly, and so comically that the children laughed in spite of my uplifted finger.

"And what is grandmamma's name?"

"Margerwy Smiff."

"Then you are little Margery Smith."

"Yes I is."

"Did you want to come to school to see what Bessie does here every day?"

"Yes, and to drow bid lite Bessie." She was in foolish haste, poor child.

"What will your mamma do to-day without you?" I asked.

"Wort, I dess; twy, may be. I tised her dood-by, for fear I should'n't know her to-night."

Her straightforward answer amused the children so much, that I shortened the interview, asking if she had a little lesson to say, like Bessie.

"O, yes, here's the newest one aunt Tate did teach to me, 'cause I tut off my turl." Folding her dimpled hands she said:

"Dere was little dirli,
Who had a little turl
That hung down on her forrid;
When she was dood,
She was very dood indeed,
And when she was bad she was horrid."

We asked Bessie the next day, what her sister did when she went home.

"Why, she really thought she had been gone a long time, and grown big too. She went up the front stoop and rang the bell. Erne and I were waiting at the gate to see what she would do. She could just reach the door knob on tip-toe, but she managed to pull it. Mamma didn't happen to come soon enough to suit her, so she opened the door and walked into the parlor, where mamma found her."

"Then what?" I asked.

"O mamma hugged her and squeezed her, and Ernest and I ran in and Towzer too, and we danced and laughed, and Towzer barked, and mamma laughed till she 'most cried when we told her how Margery told the mistress she was 'named after grandmamma.' Mother said we had all better come back to school to learn to be orderly—we had such a riot. She and Towzer were the noisiest ones in it, though, till Margery looked tired, and mother ran with her in her arms into the kitchen, for her bowl of bread and milk."



Enigma.

I am composed of fourteen letters. My 9, 6, 3, 11, is a female animal of the ruminating kind.

My 7, 13, 5, 8, is often drawn, but not so often delineated.

My 1, 13, 10, 12, 2, is a convenient shelter in a rain storm.

My 4, 5, 10, 14, 8, is what all are liable to become if they indulge in a bad habit.

My whole was a distinguished discoverer.

Puzzles by N. F.

A boy was sent to the grocery to buy a pound of an article described as follows:

To three-fourths of a cross add a circle complete,
Then let two semicircles a perpendicular meet;

An isosceles triangle raised on two feet,
Two semicircles and circle complete.

What was it?

Plant seven trees in six rows so that there shall be three in each row.

PROBLEM IN GEOMETRY.—Given the difference between the diagonal and side of a square to construct the square.

Answers to Enigma, etc., in June No.

Enigma—"Ushers," u (you), us, she, he, her, hers.

Double Acrostic—Foundation word: "Revolution, Washington." Cross words: Row, Etna, Vincennes, Oh, Lazzaroni, Union, Tag, Inconstant, Ontario, Nelson.

OUR PREMIUMS.—We will give for the best map of the world (Eastern and Western Hemispheres,) sent us before the first of December, a volume of Scribner's Illustrated Library of Wonders. For the second best, a nicely bound book.

IN all evils which admit a remedy, impatience should be avoided, because it wastes that time and attention in complaints, which, if properly applied, might remove the cause.

Book Notices.

OVER THE PLAINS AND ON THE MOUNTAINS; or, Kansas and Colorado Agriculturally, Mineralogically and Aesthetically Described. By J. H. Tice. For sale in St. Louis by St. Louis Book & News Company.

The author of this valuable and interesting work is well known to a majority of our readers as one of the closest observers of natural phenomena, particularly as regards climate and productions in this country. His book is a detailed narrative of his observations during an extended trip through Kansas and Colorado during the summer of 1871, and is so minutely and carefully written that it may serve for a guide book for either the tourist in search of pleasure, or the immigrant in search of a home. Colorado is becoming more and more a place of summer resort from the cities of the West and South. To invalids especially its climate and the atmosphere of an elevation higher than Mount Washington are particularly inviting; and with increased facilities for access, the throngs who visit there will increase yearly. All who desire information regarding routes, agricultural products, climate, scenery or mining will find it in Mr. Tice's book. The work is gotten up in St. Louis, and contains a number of good illustrations.

LORD'S PRAYER. By Frederick Davison Maurice. New York: Hurd & Houghton. For sale in St. Louis by Soule, Thomas & Winsor.

The reader hardly gathers from the perusal of this volume a true conception of the power of Mr. Maurice. He has done a work for the English Church that is felt this side the ocean. Probably we owe to him more than to any one other man the ideas that are denominated the Broad Church platform. It would be difficult to exactly express this platform in articles or statements. The Broad Church is rather an expression of toleration for all men of sincere faith and pure life. It enfolds a wide divergence of views, holding only to the fundamental principles of salvation. Its idea is to seek and to save the lost. It does not despise dogmas, or deny the necessity of creeds, but it denies the right of enforcing a private conviction upon a church, or of endeavoring to dragoon other men in to the acceptance of your theories. Believe as you are honestly led, and leave all others to the same freedom. The quiet but earnest work of Mr. Maurice and his co-adjutors has established in England a home for absolute religious freedom—for free thought on all theological issues, without in the slightest degree loosening the hold of evangelical, pure piety. He has by depressing the secondary issues of sects exalted the vital issues of religion—the soul in its relations to God, to its neighbor and to itself. He dies with the sincere regret of thoughtful, earnest men throughout England and America. We first became acquainted with him in a little work on All Religions—a work so generous, so

broad, so sincere and so suggestive that we placed it among the few books that one *ought* to own. These sermons on the Lord's prayer are also of great worth.

THE DESERT OF THE EXODUS. New York: Harper & Brothers. St. Louis Book & News Co., St. Louis.

Here is one more tourist who has kicked, thumped, beaten, whipped, driven like sheep a dozen or more Arabs, all in a crowd. If the Philistines were as easily thrashed as these Arabs, Samson had an easy time of it. Asses' jaw-bones have, probably, a good deal to do with all such cases. The book is exceedingly readable and undoubtedly valuable as a careful survey of the Exodus of the Israelites. There is but one fault to mar the reader's enjoyment—that is the occasional British "swagger" when dealing with "inferior" races. In Palestine Robinson has had so many followers that we are arriving at a fair certainty about most of the topography. But the route through the Desert is a theme fresh and as unique as the manna that it furnished the wanderers. Mr. Palmer has worked up the field with admirable skill. His maps and illustrations which are very plentiful, are a help to the reader not easily overestimated.

A SATCHEL GUIDE for the Vacation Tourist in Europe. New York: Published by Messrs. Hurd & Houghton. For sale in St. Louis by Soule, Thomas & Winsor.

This is one of the very best guides we have seen. It contains about everything that the tourist needs to know, being as full of "information" as an egg is of meat. It is a compact itinerary of the British Isles, Belgium and Holland, Germany and the Rhine, Switzerland and France. It not only tells one where to go, and what is worth seeing, but it tells how to travel—outfit, fares, precautions and methods for every stage of the tour. It is quite readable and entertaining, too, for those who do not travel. So that if you are going to Europe you ought to have it, and if you are not going you cannot by any means afford to be without it. Our teachers would learn for themselves, and be prepared to teach others the practical features of geography by carefully studying this little volume, which is so small you can carry it in your pocket.

SELECTIONS FROM LATIN CLASSICAL AUTHORS, with notes and a vocabulary. By Francis Gardner, and others. Boston: Lee & Shepard. St. Louis Book & News Co. \$1.25.

Lee & Shepard in addition to their large and popular list of miscellaneous books are publishing many important text-books. This is one of their text-books, and it will find its way into many of our High Schools; and with its vocabulary and notes pupils will find their study of Latin easier, if not more interesting.

WARNER'S SAUNTERINGS. Boston: Osgood & Co.

This is a capital book. Just the kind of reading for a summer lounge. It goes over the usual European scenes—London, Paris, the Low

Countries, the Rhine, the Alps and Italy—but it is totally unlike the usual books on the "grand tour." It is but a pocket volume, yet it gives good etchings of all the localities visited; and they are original, with humor, and brimful of just the kind of information which one wants who cannot afford either the time or the money to go to Europe. The author of "My Summer in a Garden" shows decided improvement in this new production. Those who have gone over the localities described will find the volume peculiarly refreshing. For sale in St. Louis by Soule, Thomas & Winsor.

For the use of Colleges and High Schools, Harper & Bros. have issued a translation of the Greek Grammar of Dr. George Curtius, of Leipzig, edited by Wm. Smith, LL.D. Its extensive use in the schools of Germany, and the high praise it has received from practical educators in that country, is sufficient commendation. For sale by E. P. Gray and the St. Louis Book and News Co.

A SMALLER ANCIENT HISTORY OF THE EAST, FROM THE EARLIEST TIMES TO THE CONQUEST BY ALEXANDER THE GREAT. By Philip Smith, B.A. New York: Harper & Brothers. Book and News Company, St. Louis.

We have here, in a concise, terse form, sketches of the nations of antiquity of more special use and interest to Bible students than to any others; but still this volume will be found to be of interest to the general reader. History, however, to be valuable should be read comprehensively.

THE SCIENCE OF HEALTH; A new health journal from Samuel R. Wells, 389 Broadway, New York.

It contains some common sense, practical articles, and some of superior value. The article on Catarrh, its causes, is the best we have ever seen on this subject. Nor could there be more valuable suggestions than "Overworked Brains."

PROF. COMFORT'S FIRST GERMAN READER has several notable excellences. First, it is brief, comprising about a hundred pages; second, the selections are from the best, the classic German authors—the poetry especially consists of pieces which are favorites in the households of Germany; third, the explanatory notes are brief, are directly to the point, and are given at the bottom of the page to which they apply; fourth, the vocabulary is particularly good, it gives the principal parts of the irregular verbs—an important help to beginners. Prof. Comfort's text-books are among the very best of German manuals yet given to American students. We predict for them a general success. Harper & Brothers, New York.

J. B. FORD & Co. publish, in pamphlet form, the address of the Rev. Henry Ward Beecher in Cooper Institute, entitled "Libraries and Public Reading Rooms: should they be opened on Sunday?" This discourse, remarkable in many respects, is worthy of preservation, since it is

certain to be considered an important part of the argument now agitating the religious world.

SCRIBNER, ARMSTRONG & Co. are to reprint the new Erckmann-Chatrian novel, "The Story of the Plebiscite," though under another title. A second volume of poetry by Geo. Macdonald, "The Hidden Life," including "The Disciple," "Organ Studies," and others of his most beautiful poems is also in preparation. "Within and Without" has passed to a second edition.

BOOKS RECEIVED.

A GOOD INVESTMENT; A Story of the Upper Ohio. By Wm. Flagg, author of Three Seasons in European Vineyards, etc. Illustrated. 8vo; paper; 50 cents.

THE STUDENT'S GREEK GRAMMAR. A Grammar of the Greek Language. By Dr. George Curtius, Professor in the University of Leipzig. Translated under the revision of the author. Edited by Wm. Smith, LL.D., Classical Examiner in the University of London, and Editor of the Classical and Latin Dictionaries. For the use of Colleges and High Schools. 12mo; cloth. \$2.00.

IS IT TRUE? Tales, Curious and Wonderful, collected by the Author of "John Halifax, Gentleman." Being Vol. IV. of Books for Girls. 16mo; cloth. 90c.

For sale by St. Louis Book & News Company.

From Hurd & Houghton, New York:

JOSEPH MAZZINI: His Life and Writings. With an introduction by William Lloyd Garrison.

STUDIES IN POETRY AND PHILOSOPHY. By J. C. Shairp.

For sale by Soule, Thomas & Winsor.

HINTS TO YOUNG EDITORS. New Haven, Conn.: Charles C. Chatfield & Co. Chicago: Jansen, McClurg & Co., 607 Wabash avenue. 35 cents.

TALMAGE'S SERMONS. Sermons by the Rev. T. DeWitt Talmage, delivered in the Brooklyn Tabernacle. 12mo; cloth. \$2.00.

MAGAZINES RECEIVED.

The Science of Health. New York: S. R. Wells.

The Phrenological Journal. New York: S. R. Wells.

Our Young Folks. Boston: J. R. Osgood & Co.

The Nursery. Boston: J. L. Shorey.

The Schoolmate. Boston: J. H. Allen.

The Overland Monthly. San Francisco: John H. Carmany.

Good Words. Edited by Norman McLeod, D.D. Philadelphia: J. B. Lippincott & Co.

Lippincott's Magazine. Philadelphia: J. B. Lippincott & Co.

I HAVE read books enough, and observed and conversed with enough of eminent and splendidly cultivated minds, too, in my time; but I assure you I have heard higher sentiments from the lips of poor uneducated men and women, when exerting the spirit of severe yet gentle heroism under difficulties and afflictions, or speaking their simple thoughts as to circumstances in the lot of friends and neighbors, than I ever met with, except in the pages of the Bible.

A WELL educated people must and will be freemen, and therefore every consideration of interest, public policy and the happiness of free peoples depends upon the education of the masses.

HOW TO GO TO BOSTON.

TICKETS from St. Louis to Boston and return, via the Grand Trunk Railway, will be sold at \$41 by the Chicago & Alton and the Ill. Central Railroads, from their offices in St. Louis, to all persons who ask for them. No certificate is needed to buy these tickets.

One of the leading educators of the West says in a letter to us of recent date, "I hope you will write such an editorial as will induce a thousand teachers to attend the National Teachers' Association to be held in Boston Aug. 6th, 7th and 8th.

The points he urges in favor of this would of themselves make a good editorial, if we had room for all of them.

We have seven thousand teachers in this State. Iowa has as many more. Illinois has twice as many, and the "Yankee teachers" out in Kansas who would like to visit the "hub" about that time are very numerous.

Then, too, we hope the teachers of Arkansas, Mississippi, Tennessee, Louisiana and Texas will be largely represented in this national association.

We shall be glad to give any information or render any assistance in our power up to July 24th, to facilitate the plans and wishes of our friends in this direction.

The Ill. Central and Chicago and Alton Railroads also sell excursion tickets in all directions very low this season.

It will pay to consult the efficient and gentlemanly agents of these lines at St. Louis.

A DESERVED COMPLIMENT.

THE Board of Trade of Sedalia, at a late meeting unanimously adopted the following resolutions, in recognition of the courtesies extended by the Missouri, Kansas & Texas Railroad to the Editorial Convention:

Resolved, That this Board tender to the officers of the M. K. & T. Railway, the unanimous thanks of the Board of Trade, for the courtesies extended during the late Editorial Convention at Sedalia, Mo. The company placed at the disposal of this Board of Trade, for the use of the Editorial Convention, a train of cars with a full corps of officers, and every comfort that could be desired was added to make the excursion to Parson and return, an elegant *recherche* affair.

Resolved, That we tender the unqualified thanks of this Board of Trade, to General Manager, R. S. Stevens, W. R. Woodard, General Superintendent and J. J. Fery, Master of Trains, for their individual efforts in making the guests feel at home in the enjoyment of the courtesies extended by them.

Resolved, That we also extend to Superintendent Adams and Conductors Reynolds and Cole, of the Neosho division of the M. K. & T. Railway, our thanks for the very kind and courteous attention extended to the members of this Board.

We publish, in another column, a statement of the condition of the "West St. Louis Savings Bank," located at the corner of Franklin avenue and Fourteenth street, and call attention to their card also. This is one of the safest and best managed banks in the city.

THE NATIONAL EDUCATIONAL ASSOCIATION.

THE next annual meeting of the National Educational Association will be held in Boston on the 6th, 7th and 8th of August. The forenoon and evening of each day will be occupied by the General Association, and the afternoon by the four Departments. The exercises will be held in the Lowell Institute Hall and the Hall of the Institute of Technology.

GENERAL ASSOCIATION.

1. Methods of Moral Instruction in Public Schools, by Dr. A. D. Mayo, Cincinnati.
2. The Co-education of the Sexes in Higher Institutions. [President White, of Cornell University, will present this topic, if other duties permit him to attend the meeting.]
3. Compulsory School Attendance, by Newton Bateman, State Superintendent of Public Instruction, Illinois. Discussion to be opened by J. P. Wickersham, State Sup't Common Schools, Pa.
4. The Examining and Certificating of Teachers, by John Swett, Assistant Sup't Schools, San Francisco, Cal.
5. System of Normal Training Schools best adapted to the Wants of Our People. Report by William F. Phelps, Minn., Chairman of Committee.
6. The Educational Lessons of Statistics, by Hon. John Eaton, jr., National Commissioner of Education.
7. Drawing in the Public School, by Walter Smith, State Director of Art Education, Massachusetts.
8. Comparison in Education, by John D. Philbrick, Sup't Public Schools, Boston.

ELEMENTARY DEPARTMENT.

Miss D. A. Lathrop, Cincinnati, O., President.

1. Objective Teaching, its Scope and Limit, by N. A. Calkins, Assistant Superintendent of Schools, New York City. Discussion to be opened by Miss Jennie Stickney, Boston, Mass.
2. English Grammar in Elementary Schools, by M. A. Newell, Principal of State Normal School, Baltimore, Md.
3. Instruction in Natural Science in Elementary Schools.
4. Adaptation of Froebel's Educational Ideas to American Institutions, by W. N. Hallman, Louisville, Ky.

NORMAL DEPARTMENT.

C. C. Rounds, Farmington, Me., President.

1. The Proper Work of the Normal School, by J. C. Greenough, Principal State Normal School, Rhode Island.
2. Professional Training in Normal Schools, by T. W. Harvey, State Normal Commissioner, Ohio.
3. The Normal Institute, by A. D. Williams, Principal State Normal School, Nebraska.
4. Normal Work among the Freedmen, by S. C. Armstrong, Hampton, Va.
5. Model Schools—Their Uses and their Relation to Normal Training.

DEPARTMENT OF SUPERINTENDENCE.

John Hancock, Cincinnati, O., President.

1. The Extent, Methods, and Value of Supervision in a System of Schools, by H. F. Harrington, Supt. Schools, New Bedford, Mass. Discussion to be opened by J. L. Pickard, Supt. Schools, Chicago, Ill.
2. The Early Withdrawal of Pupils from School—Its Causes and Remedies, by W. T. Harris, Supt. Schools, St. Louis. Discussion to be opened by A. P. Stone, Principal of High School, Portland, Me.
3. Basis of Percentages of School Attendance—Report of Committee.
4. Public Instruction in the South, by Joseph Hodgson, State Supt. Public Instruction, Alabama.

DEPARTMENT OF HIGHER INSTRUCTION.

D. A. Wallace, Monmouth College, Ill., President.

1. College Degrees—Report of Committee, Pres. D. A. Wallace, Chairman.
2. Greek and Latin Pronunciation—Report of Committee, Prof. H. M. Tyler, of Knox College, Ill., Chairman.
3. The Method of Teaching Physics by Laboratory Practice and Objectively, by Prof. Ed. C. Pickering, of Boston.
4. Modern Languages—Their Place in the College, College Preparatory, and Scientific Preparatory Courses, by Pres. J. B. Angell, of Michigan University.
5. How to Teach English in the High School, by Prof. F. A. March, of Lafayette College, Pa.
6. General Education as a Basis of Professional Training, by Prof. John S. Hart of Princeton College, N. J.

The daily programme will be so arranged as to afford time for the thorough discussion of the topics of the greatest interest and importance, and each discussion will be opened by a person selected for the purpose. All who may be willing to participate in these discussions are requested to come prepared to express well-matured opinions in the fewest possible words.

Excursion Tickets from St. Louis to Boston and return will be sold to teachers and all others for \$41.00 via the "Grand Trunk Railway," by both the "Illinois Central Through Line," and the "Chicago and Alton R.R." New and elegant day cars and the unrivalled Pullman Palace Sleeping Cars, which run with all trains, and the "steel rails" over most of the route renders this one of the most popular routes east. The local committee reports that nine good hotels agree to entertain guests at reduced rates, varying from \$1.50 to \$3.50 a day.

GLAD TO HEAR IT.

A CORRESPONDENT of *The Springfield Republican* says that "a pretty active movement is going on for the admission of young women to the Massachusetts colleges, and it takes the form of the preparation of a few girls for the examinations at Harvard, Amherst, Williams, etc. Such a class will be formed this summer, not for the examinations now coming on, but for those of 1873, when it is hoped that a considerable number of young women will be fitted to pass the regular examinations. A meeting is to be held at the women's club on Saturday to further the formation of such a class. It is understood that the corporation of Harvard, a self-elected body of seven, which has all power over the college, are resolute against the admission of women as undergraduates, and that President Eliot is of the same mind,—he being president of the corporation as well as of the university. The thirty overseers, however, are more friendly to the admission of girls,—at least some of them are,—and they discuss the question from time to time. But as they only exercise a negative power over the corporation, and cannot initiate anything, the reform will not be carried merely by carrying the board of overseers."

WELL SAID.

THE editor of "*The Liberal Christian*" which, (barring its illiberality towards those who differ from Dr. Bellows) is a most excellent paper, says:

"It is a good augury, that on the day when Shakspeare's statue was unveiled in the people's park, the artists, journalists and men of letters of New York met to inaugurate a club in honor of the good fellowship of devotees to æsthetic culture and refinement. Who but the myriad minded Shakspeare covers in all the precious interests for which they stand—poets, painters, sculptors, actors, journalists. He of all men represents the universal interests, tastes, aspirations, passions, imaginations, and feelings of humanity. The partisan of no special school of thought, the attorney of no separate interest, the disciple of no sect, the citizen of no one country, the policeman of no one beat of duty, the petrification of no one spring of feeling; but the cosmopolite of humanity, echo of every sound from her thousand tongues, mirror of every gleam from her shining but ever-changing face; poet and historian, thinker and actor, man of the world and denizen of the skies, teacher of duty and disciple of pleasure; who creeps through the most tangled underwoods of human experience and flies through the loftiest constellations, who searches the conscience like a sword and heals the wounds of care and sorrow with the balsam of his mirth; master of laughter and tears, of eloquence and music; whose tongue is a lancet and a lute, his eye a microscope and telescope, his heart a hostelry and a judgment-seat; man and artist, brother of the lowest and peer of the loftiest—who but Shakspeare should be the patron-saint of a society that includes the journalists that welcome and report the freshest news of to-day, the artists that perpetuate the beauty of the past, the actors that reproduce the passions and foibles, the comedy and tragedy and face of our ever dramatic humanity?"

A. S. MERMOD.

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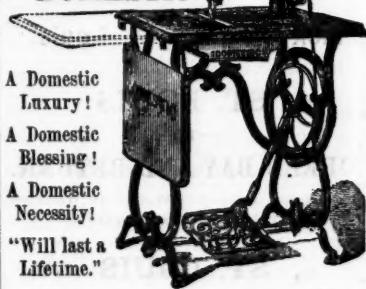
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A GENTLEMAN long at the head of successful Literary Institutions at the South, desires to take charge of a Female Seminary, or Select School, in some healthy town or village, next autumn. Highest testimonials furnished. Address G. B., care of P. McFarland, Esq., 21 Walnut Street, Philadelphia.

AGENTS WANTED.—For the following MAPS, which are having a rapid sale: New County Map of United States, with Census. New County Map of Texas and Indian Territory. New Sectional Map of Arkansas. New Sectional Map of Kansas. New Sectional Map of Missouri. Also, Charts, Photographs, Lithographs, and Picture Frames. Do not fail to send for Circular and see our terms. Address,

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G. M. Stewart, Esq., Law of Contracts, Commercial Law.

LECTURERS.

Hon. Samuel Treat, U. S. District Judge, Eastern District of Missouri.
Hon. Albert Todd.

Regular annual session will open Oct. 9, 1872. Full course two terms of six months each. Tuition, including use of library, \$60 per term; no extra charges. Students admitted to either class on examination, until January 1st, 1873. For particulars address

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